



**Grading and Reporting
Guidelines 6-12
2019 - 2020**

Livingston Public Schools

Empowering All to Learn, Create, Contribute, and Grow

Livingston Public Schools

11 Foxcroft Drive
Livingston, NJ 07039
973-535-8000
www.livingston.org

Central Office Administration

Dr. Matthew J. Block, Superintendent
Lisa Capone-Steiger, Assistant Superintendent
Steve K. Robinson, Business Administrator/Board Secretary

Board of Education Members

Charles August, President
Ronnie Ferber Konner, Vice-President
Pamela Chirls, Member
Samantha Messer, Member
George Shen, Member
Nirav Patel, Student Representative

Philosophy and Expectations

Livingston Public Schools believes that multiple and varied components of performance should be used to fully assess and monitor a child's progress and development. Timely and specific feedback on a regular basis is a critical component for student growth. Teachers regularly assess students' academic growth and social development and provide timely feedback to students on their progress. Parents are informed on a regular basis so that they can best support their children throughout the school year.

Grading and reporting practices in Livingston Public Schools support student academic growth, inform the teaching and learning process for teachers and students, and allow parents to monitor the progress of their child(ren). Our reporting system through an electronic grade book in Genesis provides parents and students in grades six through twelve with ongoing information on a student's academic performance. Parents also receive feedback regarding other aspects of their child's development such as citizenship, behavior, effort, independence, and class participation. Our assessment practices and reporting system also afford teachers, parents and students opportunities to help them create personal goals for growth and development. We recognize that grading practices are meant to enhance student learning, therefore discretion may be used by teachers and administrators when unique circumstances arise. Parents should speak directly to their child's teacher regarding questions and concerns they may have concerning their child's progress.

Students receiving services for limited English proficiency, Special Education, health issues, or other disabling conditions are afforded appropriate support for their academic achievement and social and emotional development. The accommodations and modifications are documented within Individualized Education Programs (IEPs), Individual Health Plans (IHPs) or Individualized Accommodation Plans (IAP).

Assessment

The two common forms of assessments, formative or summative, are used to measure student academic achievement and progress as well as to help teachers reflect on their instructional practice. Formative assessment measures learning and the level of understanding of knowledge, concepts and skills on an ongoing basis. It is not frequently used for grading, but can be. Summative assessments are formal measurements conducted to evaluate the learning process. They are typically larger and graded. Common forms of summative assessments include:

- Quizzes, tests and exams
- Presentations and performances
- Essays and writing pieces
- Research projects and papers
- Simulations and graphic displays

All graded assessments will be returned and reviewed with students during class. It is expected that quizzes covering materials used for unit tests or exams will be given back to

students. However, teacher discretion may be used in allowing students to take graded assessments home. Final exams cannot be taken home. If an assessment is returned to the student, it is the responsibility of student to retain the material for future reference. Timely feedback will be provided to students prior to assessment of similar skills on upcoming assessments. Tests/quizzes should be returned within seven school days, and projects and essays will be returned within twelve school days.

Students should discuss questions or concerns about the feedback on their assessments with their teachers. If a student has a concern about the grading on an assessment, he/she is required to alert the teacher and arrange a time to meet with the teacher to discuss the concerns in more detail. However, once an assessment leaves the classroom, the opportunity to challenge the grading on any portion of the assessment is no longer available.

Missing Assignments/Assessments

Students who have been absent for one or two days are expected to make up work/tests **within two class days** of returning to school. If the absence is three days or longer, the missed work must be made up **within five class days** after the student returns to school unless previous arrangements have been made with the teacher due to extenuating circumstances. Missing assignments will be posted as a zero (0) until the work has been submitted or until the timeframe for completing the work has expired.

If work is not made up within the designated time frame, a grade of zero (0) will be maintained. Teachers/administrator may extend a time frame for completion work when appropriate.

Students who miss school due to an extraordinary opportunity, vacation, or due to parent discretion are responsible for their work. It is not expected that a teacher will provide assignments in advance or individual instruction prior to or upon the student's return for material presented during their absence.

Grading Guidelines and Reporting System

Electronic Grade Book

Parents and students in grades six through twelve have open access to Grade Book in the Genesis Parent Portal. Parents are encouraged to access their child's grades on a regular basis. If a parent has a question regarding information posted in his/her child's grade book, he/she should *first* discuss the issue with his/her child. If further clarification is needed, the parent should contact his/her child's teacher *directly* via a phone call or an email message.

Classroom Grading Practices

General guidelines regarding course specific expectations and grading practices will be disseminated by each teacher at the beginning of the course. Teachers should post due dates/deadlines for grading on their Schoology pages. Teachers using assignment-specific rubrics should frontload them to students.

Homework

Assigning homework should serve one of the following purposes:

- a) to prepare students for instruction and/or to introduce new content;
- b) as a form of reinforcement to deepen student understanding of concepts presented;
- c) to extend or expand on the learning process; and
- d) at times, as a form of assessment.

Homework should be purposeful and reasonable. While the benefits of homework can be debated, it is expected that when homework is assigned it is meaningful, relevant and differentiated, when necessary. As homework is currently included as part of the strategic plan, we encourage teachers to examine their practices of assigning and grading homework.

Students who are absent due to illness or religious observance will be given the opportunity to make up homework upon their return. Teachers shall respect the observance of religious holidays that students and families celebrate and make appropriate adjustments to assignments and assessments when necessary. A list of all the NJ State recognized religious holidays of the school year is provided by the NJDOE each year.

Homework plays a vital role in developing good work habits and reinforcing learning. Homework is the students' responsibility; parents should support their children, but not do the homework for them. Students should seek support and help from teachers if they are having difficulty in any subject. School counselors can also assist students who are having difficulty with their work and may host study groups to assist students with organization and the management of homework.

Periodic checks on lengthy assignments are appropriate and helpful. Remember that practice is what some students need while others need creative opportunities; choose what is appropriate for the individual student.

Homework can account up to, but no more than, 15% of a student's marking period grade in any course. Students have individual Schoology accounts, which will enable them to view all assignments and due dates.

Extra Credit

Livingston Public Schools do not offer extra credit assignments for grade enhancement. All assignments will have a point/grade value assigned and are offered to all students.

Report Cards

Report cards are issued four times per year in grades 6-8 and twice per year in grades 9-12. Report cards are available in the Parent Portal of Genesis. Middle and high school students receive traditional letter grades for all core curriculum, cycle, electives, and health/physical education courses.

Grades reflect what students know, understand, and can do in relation to grade-level and/or course expectations on multiple tasks and assessments. These tasks or assessments

may include: tests, quizzes, essays, exhibits, projects, presentations, graphic displays, performances, discussions and simulations. The report card also includes teacher feedback on students' developmental progress on work habits, citizenship, effort and motivation.

All teachers will communicate grading procedures to students and parents at the beginning of the school year/course.

Parent Communication

It is anticipated that teachers will actively communicate both celebrations and concerns with parents via telephone or email. While teachers continue to have the option of providing progress reports within marking periods or semesters; this will not be a required practice. However, parents will receive periodic reminders from the Genesis Portal to check their child's grades and work completion through the parent portal.

Should a child's grade drop more than 1 letter grade or under a C- within a marking period or semester, teachers will communicate with parents via telephone and/or email.

Livingston High School Honors and Advanced Placement Courses

Parents and students should consider every Advanced Placement (AP) and Honors course selection carefully to ensure success and avoid dramatic schedule changes. Students are expected to maintain the pace of an Honors or an AP course throughout the year. Students who earn a grade below a C- by the midpoint of semester one in an AP or Honors course will have the option of switching into the lower-level course, but they will not be moved automatically. Communication will be prioritized in making this decision and will include teachers, School Counselors, and/or administrators meeting with students and families to assist individuals in making good decisions and determining a plan for moving forward in the school year. In specific cases, administrative discretion will be used as necessary, including decisions regarding future scheduling. Students choosing to drop the course during the last schedule change window, will have a Withdraw, "WP" or "WF," noted on their transcript for the dropped class.

All Advanced Placement (AP) students who have taken the AP exam may be exempted from taking a final exam. Students need to have 'B-' or better average at the point of the exam. If a project is given in lieu of a final exam in an AP course, there will be no exemptions from this project. Conditions for completing a project and criteria for evaluating it are left to the professional discretion of the AP teacher.

Livingston High School Course Changes and Calculations

A change in the level of a specific subject may only be made after thorough discussion is held with the student, parent/guardian, counselor, teacher and curriculum chairperson/supervisor. The level change must be approved by a parent/guardian and an administrator. There will be three time periods during which a student may change a level. Each of these time periods carries with it different procedures for calculating the first semester grade.

The time periods and grade calculations are listed below:

Change Window	Changes Permitted	Transcript Notation	Grade Calculation for 1 st Semester
1	Move Up/Drop in level	None	Grade = 100% from new course; Moving up a level: Student will make up all missing work including summer assignments by October 1 of the current school year. Dropping down a level: Student will make up all missing work with the exception of summer assignments.
2	Drop in level only	None	Grade = 25% from original course and 75% from new course
3	Drop in level only	“WP” or “WF”	Grade = 50% from original course and 50% from the new course

The dates for the windows for course changes will be indicated online prior to the start of school in September and will also be noted on the course change form. There will be strict adherence to course change windows. Please make sure that you keep the dates in mind when making course change decisions. During the first window, should a level change result in the loss of an elective course, a student will be permitted to replace his/her original elective selection based upon enrollment. No additional schedule changes will be made to accommodate that elective selection.

Livingston High School Grade Calculations When a Student Drops From an Honors or AP Course

During the second and third schedule change window, students who drop in level will have their grades adjusted one weighting equivalent for each level dropped.

For example, if a student earns a “C-” in an AP course, the grade will be adjusted to a “C” in the Honors level. A “C-” in an AP course will be adjusted to a “C+” in the CP level. Examples of an averaging grade for a third window level change are as follows:

Grade Earned in AP Level	Adjusted Grade at the Honors Level	Grade Earned in the second half of the Semester at Honors Level	Grade Averaged to Determine the Semester Grade	Final Semester Grade
C- (1.66)	C (2.0)	B+ (3.33)	$C (2.0) + B+ (3.33) / 2 = B- (2.67)$	B- (2.67)

Grade Earned in AP Level	Adjusted Grade at the CP Level	Grade Earned in the second half of Semester at CP Level	Grade Averaged to Determine the Semester Grade	Final Semester Grade
C- (1.66)	C+ (2.33)	B+ (3.33)	$C (2.33) + B+ (3.33) / 2 = B (2.83)$	B (2.83)

Mt. Pleasant and Heritage Middle Schools Math Courses

The District will no longer send out letters regarding placements into math classes. Only students who are selected to sit for a placement test will be notified. All other students will be able to access their schedule when the portal opens during the month of August. Decisions regarding placement are final. There is no appeal process.

Heritage Middle School Algebra 1 Course Expectations

Students in Grade 7 Algebra 1:

It is expected that all students will maintain a *B* average or higher throughout the year. Students who drop below a *B* will be moved into Pre-Algebra A. All students who take Algebra 1 will have to take the Algebra 1 PARCC test in the spring. Passing the Algebra 1 PARCC test with a score of 750 or higher is necessary for students to meet the high school graduation requirement in math. Additionally, there is a final examination consistent with that in the high school Algebra 1 course, which is administered in June.

Students in Grade 8 Algebra 1:

Students who are placed into the 8th grade Algebra 1 mathematics course are expected to maintain a *C* average or higher throughout the year. If a student's grade drops to a *C* or below during marking period 1, parents will be contacted by the student's Algebra 1 teacher to discuss strategies to help the student improve his/her grade and be successful in the course. If the student's grade does not improve during marking period one, the student may be moved to Pre-Algebra 8. If by the middle of marking period 2 the student's grade is still below a *C*, the student will be dropped to Pre-Algebra 8. All students who take Algebra 1 will have to take the Algebra 1 PARCC test in the spring. Passing the Algebra 1 PARCC test with a score of 750 or higher is necessary for students to meet the high school graduation requirement in math. Additionally, there is a final examination consistent with that in the high school Algebra 1 course, which is administered in June.

Heritage Middle School Course Retake Request/Opportunity

Grade 7 Algebra 1

If at the end of the school year, the student's final grade in the course is a *B* or lower, the student may request to retake the course in grade 8. Parents/guardians should submit the request in writing to the mathematics supervisor and principal. The student's teacher and supervisor/principal will review the request to determine whether the student will benefit from retaking the course.

Grade 8 Algebra 1

If at the end of the school year, the student's final grade in the course is a *C* or lower, the student may request to retake the course in grade 9. Parents/guardians should submit the request in writing to the mathematics supervisor and principal. The student's teacher and supervisor/principal will review the request to determine whether the student will benefit from retaking the course.

Grade 8 Geometry

If at the end of the school year, the student's final grade in the course is a *C* or lower, the student may request to retake the course in grade 9. Parents/guardians should submit the request in writing to the mathematics supervisor and principal. The student's teacher and supervisor/principal will review the request to determine whether the student will benefit from retaking the course.

Academic Integrity

Cheating on any assignment/assessment will result in a “zero”. No make-ups will be allowed. Plagiarism, a form of cheating, is considered stealing and can result in a “zero” on the assignment. An administrative review may be conducted to determine to appropriate outcome of any investigation of plagiarism.

This information, including consequences, is available in the student handbooks.

Grading System

Grades 6-12

The grading system includes pluses and minuses to more accurately report a student’s achievement (Note: the highest grade attainable is an “A”).

A	93-100	I	Incomplete
A-	90-92.99	N	No Grade
B+	87-89.99	N/C	No Credit
B	83-86.99	P	Passing
B-	80-82.99	S	Satisfactory
C+	77-79.99	U	Unsatisfactory
C	73-76.99	WP	Withdraw Passing
C-	70-72.99	WF	Withdrawn Failing
D+	67-69.99	X	Medical Excuse
D	63-66.99	Z	Exempt
D-	60-62.99		
F	59 and below		

Livingston Public School does not round grades. Students will receive the grade earned as it falls within the ranges noted above.

Grades 9-12

Incomplete Classes

If a student fails to complete all of the major assignments during the semester for a legitimate reason, the student will, regardless of the grades accrued during the semester, be assigned a grade of “Incomplete” by the teacher. The student will be given **five (5) school days** from the close of the semester to submit work and have a grade assigned. If the student fails to submit the required work within five (5) school days, the student will be given a zero (0) and that grade will be averaged in with other grades earned for the semester.

- The five (5) school day period may be extended with permission of an administrator under special circumstances.
- Teachers must notify any student who will receive an “Incomplete” and provide the student with a list of the outstanding assignments prior to the opening of the Genesis Portal of the report card.
- During the second semester, students who have not completed assignments for legitimate reasons and who may be assigned a grade of “Incomplete” will be notified of this fact in writing by the last day of the second semester. Students must complete all outstanding work by the normal completion of the school year or receive a grade of zero (0) for the work.

Grade Calculations

Semester and Final Exam grades are converted from letter grades to a Grade Point Value (GPV) in Genesis. The GPV is then given a percentage weight based upon the semester and type of course (full year or semester) in which it was earned. The products of those calculations are then added together, and the Grade Range is then used to determine the final grade for the course. (Refer to the LHS Student Handbook for more specifics.)

Grade Weighting

Please refer to the LHS Student Handbook regarding the grade weighting factors and grade point average (GPA) calculations of students in grades 9-12.

Honor Roll

Middle Schools (MPM and HMS)

To be eligible for the Honor Roll, a student must have a 3.2 grade point average and no grade lower than a "C".

To be eligible for the High Honor Roll, a student must have a 3.6 grade point average and no grade lower than a "B".

High School

The criteria for making the Honor Roll or High Honor Roll will be based on the calculation of a Non-Weighted GPA of all grades earned in all courses. This Non-Weighted GPA is calculated by adding the total points earned for each course (on a 4.0 GPA scale) and dividing this value by the total number of courses in which a student is enrolled. Students are required to maintain a 3.2 non-weighted GPA, provided no grades are lower than a "C-" in order to achieve Honor Roll status.

High Honor Roll will require a minimum of a 3.6 Non-Weighted GPA, with no grades lower than "B-"

Rank In Class

Livingston High School does not provide Rank in Class (RIC) on any school record. RIC is calculated, but is only utilized when applying to service academies, certain college honors programs, and in determining graduation honors. In order for a student to be included in the RIC, he/she must have been enrolled at Livingston High School for a minimum of five semesters, and have met the district's residency requirement.

Additional information regarding grade point average (GPA) calculation can be found in the Livingston High School Course Guide and on the Livingston High School Website.